



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.  
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898475*

RFC: ATI120618V12

**Revista Dilemas Contemporáneos: Educación, Política y Valores.**

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

**Año: VI**

**Número: Edición Especial**

**Artículo no.:23**

**Período: Agosto, 2019.**

**TÍTULO:** Un análisis socio-semiótico de contenido multimodal de un libro de texto de inglés impartido en Punjab, Pakistán.

**AUTORES:**

1. Master stud. Kiran Rabbani.
2. PhD. Muhammad Asim Mahmood.
3. Master Stud. Samina Ali Asghar.

**RESUMEN:** Este estudio investiga los cambios en contenido y diseño de libros de texto pakistaníes en los últimos cuarenta años; rastros de estos cambios en el escenario sociopolítico complementado por el impacto de dichos cambios en la política educativa y la construcción de libros de texto. El estudio utiliza un modelo de análisis multimodal para analizar la relación texto-imagen, y una herramienta de análisis de libros de texto para ver el impacto de los cambios ideológicos en libros de texto de nivel elemental en inglés. El análisis revela que el libro de texto en inglés está impregnado de agendas ideológicas y es evidente que estos libros son mucho más interactivos, y el número de imágenes también aumenta.

**PALABRAS CLAVES:** análisis de contenido, ideología y desideologización de Pakistán, análisis multimodal socio-semiótico, libro de texto.

**TITLE:** A Socio-Semiotic Multimodal Content Analysis of an English Language Textbook taught in Punjab, Pakistan.

**AUTHORS:**

1. Master stud. Kiran Rabbani.
2. Ph.D. Muhammad Asim Mahmood.
3. Master stud. Samina Ali.

**ABSTRACT:** This study investigates the changes in content and design of Pakistani textbooks in last forty years, traces of these changes in socio-political scenario supplemented by the impact of the said changes on education policy and textbook construction. For this purpose, the study utilizes multimodal analysis model to analyze text-image relationship. In addition, the study utilizes textbook analysis tool to see the impact of ideological changes in the elementary level English language textbooks. Analysis reveals that the English textbook is infused with ideological agendas. There is scanty alteration in textbook's layout and design but there is a noteworthy shift of ideological angle. However, it is evident in recent editions that the English books are far more interactive, and images are also increased in number.

**KEY WORDS:** content analysis, ideology and de-ideologization of Pakistan, socio-semiotic multimodal analysis, textbook.

**INTRODUCTION.**

Systemic functional linguistics (hereafter SFL) emphasizes the social use of language and it broadens the perspective of analyzing the simple text on multifarious levels. Multimodal analysis based on SFL further incorporates the overall resources of design, layout, images and canonical and participatory roles of the text in relation to the production of knowledge. Textbook has the pivotal

role in the educational infrastructure. Thus, many researchers as ( Yasina, et al., 2012; Liu & Qu, 2014; Hart, 2016; Sovič & Hus, 2016; Machin, 2007) have investigated the impact of Multimodality of the textbooks and its utility in effective learning.

There are significant discrepancies in the public and private sectors in Pakistan. It is an established reality that public sector textbooks are lagging behind the private educational institutes and resources (Amjad, 2012). This study establishes that there are more changes and emphasis on ideological substance than that of learning objectives, outcomes and materials.

Pakistan is an ideological state it was formed for the sake of getting a homeland where Muslims can implement their Islamic ideology and way of living, but the last four decades witnessed a remarkable transition. In 1980 Pakistan was nucleus of political activity. Its territory had been used to settle the score among the world powers and Pakistan was the American allies in the Soviet Afghan War.

After the defeat of Soviet forces in Afghanistan, America became the world power and Pakistan had been left on his own to combat the militant extremism. The dramatic denouement of the situation had happened when world trade center and the Pentagon had been hit by the passenger aircrafts and Americans had decided to get rid of the Islamic militancy and Pakistan again called for assistance. This time Pakistan's ideological stance had been put in question and asked to be an alley against the Islamic militancy.

Pakistan had gone through immense pressure to choose between the devil and the deep blue sea. Under the prevalent scenario, Pakistan changed the ideological poise and opted for "Pakistan First" motto. The present study not only investigates this transition into social semiotic perspective but also inquires the socio-political impact on the English textbook.

## **DEVELOPMENT.**

### **Pakistan as an ideological state.**

It is evident from the empirical history of Pakistan, that Islamism was used as the instrument to legitimize the hold over the state by the ruling elite. As Pakistan was the first country which was formed on the question of ideology (Talbot, 1984; Esposito, 2009; Hussain, 2018) and this question of ideology had been endorsed in the textbooks by the policy makers; was an explicit deep rooted factor in the textbooks.

The Ideology can be defined as a set of ideals and ideas. The ideology of the state is the ultimate outcome of the thinking through which broader vision is applied to different aspects of life. When Pakistan came into being, its foundation had been laid on the motto that "Pakistan means La Illaha (Abdullah, 2010). This motto had been, at the time of partition, used as the umbrella term to unite diverse racial, ethnic and cultural groups together (Ziad, 2010), but Zia and his American allies had revisited and endorsed this motto in the curriculum to support the Soviet War in the disguise of Jihad. President Zia ul-Haq was a staunch believer of the Islamization of the ideology that he said in 1981 "Pakistan is like Israel, an ideological state. Take out the Judaism from Israel and it will fall like a house of cards. Take Islam out of Pakistan and make it a secular state; it would collapse" (Tharoor, 2014).

In 1981, the University Grants Commission passed the following orders to textbook authors (Afzal, 2015): "To demonstrate that the basis of Pakistan is not to be founded in racial, linguistic, or geographical factors, but rather in the shared experience of a common religion; To get students to know and appreciate the Ideology of Pakistan, and to popularize it with slogans; To guide students towards the ultimate goal of Pakistan—the creation of a completely Islamized State" (P.21).

**De-ideologization of Pakistan.**

In 2001, when the World Trade Center and Pentagon were hit by passenger aircraft. Pakistan was again dragged into the panorama but this time officials were asked to minimize the Islamization in the curriculum and promote a moderate version of Islam. The section: 1442 of the implementing Recommendations for the 9/11 commission Act 2007 of United State of America pointed out certain issues which required urgent attention by the U.S government included “building effective government institutions, especially secular public schools” (Law, 2007). Thus, the tragic event in which thousands of innocent civilians were killed turned to be an apt opportunity for the American government to determine what should be read by the Pakistani children in schools. Henceforth, the motto Pakistan means La Illaha was replaced by a more secular version “Pakistan comes first” for the sake of enlightened moderation. De-ideologization of Pakistan (Abdullah, 2010) was a deliberate act of intellectual subversion and can be viewed in the textbook.

Last forty years witnessed the remarkable transition and multifarious progress in every part of the life; whether it be socio political scenario or academics. This ideological paradigm had gone through extreme turns and twists.

The present study is aimed at analyzing the factors and the shift in the ideology of Pakistan. It also analyzes the impact of this change on education policies, curriculum and textbooks. To investigate this research question textbooks of English have been taken into consideration and analyzed the social and pedagogic implication textbooks of i.e. 1979, 1984, 1993, 1997, 2003, 2013 and 2018.

Last four decades were very crucial not only nationally, but also internationally and its impact can be traced in the socio-political, economic and cultural perspective and hence education policy is not an exception. Pakistan’s education policy had been greatly afflicted by the Soviet and American invasion in Afghanistan.

**Textbooks.**

Textbook is an important working tool in the hands of the teacher. It also helps the state to unify and provides a unique outlook of society and culture which is in synch with its particular frame of ideology. Decisions made in this regard will determine the nature of the textbook, level of communication, as a tool for communication, its language, illustration and level of information and its quantity. Textbook is considered as the Bible of the classroom, and it is the source of authentic knowledge and it is of medium through knowledge is transferred and imparted (Seguin, 1989).

In 1980's, writing was the only mode which was used to transfer the knowledge, and if images were incorporated they were just sketches. But now textbooks are transformed into a balanced mixture of images, text and different typographies. Semiotic Multimodal analysis is an apt approach to analyze the multifarious and rich content presented in the textbook. In past written text was considered adequate and reliable source of meaning, but now when analyzed through multimodality it requires to access each step of text making; what media resources are utilized to make the text; what is the relationship of audience and its social implication; what kind of resources are utilized to compose a text.

It has to be critically analyzed that whether all these resources are fit for communicating what is aimed at and required. This shift from text to multimodal text points out the “current changes in power and in principles and agencies of control which are – among others – about a shift from ‘vertical’ to ‘horizontal’ social structures, from hierarchical to more open, participatory relations” (Bezemer & Kress, 2010).

**Literature review.**

Semiotics is the study and delineation of the sign or mode; a mode or sign is the reflection of shared knowledge in the society and this particular sign or mode is used to convey the different message.

“A social semiotic approach to text places multimodality at the center of attention” (Bezemer & Kress, 2008). The visual and verbal relationships in the text are recognized as worthy of multifarious interpretations.

Multimodal analysis is embedded on three important factors; multiple modes such as writing, image, layout, typography and gestures; the configuration of modes into interaction; a shared meaning which is the outcome of shared social interaction and common social sense. A Multimodal approach probes that how the text maker and designer manipulate these resources and what is the impact of it on text users. Text design is the true and apt representation of its maker interest and implicit and explicit motives. The Multimodal approach explores the diverse potentials for producing means of attitudes, expressing views, facts, and positions to produce the very impression and impact of what is best suited to a specific task or need (Kress G. , 2015).

Bezemer & Kress (Bezemer & Kress, 2010) explored that: “In each of the modes semiotic work—attending, engaging, transforming, integrating, ordering - is done by makers and users of textbooks. In one mode more semiotic work is to be done by the reader (the layout of a modular text, say), in another, simultaneously present mode, more work has been done for the reader by the designer” (p. 13).

Multimodal research has established the significant role of the image and its relationship with the writing in the interpretation of knowledge learning resources and textbooks. Bezemer & Kress (Bezemer & Kress, 2009) and Moss & Walsh (Moss, 2003) assert that no single meaning is possible in the contemporary world. This diversity of meaning leads toward the multimodal analysis.

The Semiotic Multimodal analysis is an apt approach for analyzing the text. The Multimodal approach brings forth different “modes of representation” and thus written text is not the central source of meaning. The Multimodal approach is a reflection of the profound changes in the social meaning and its relation with those who make it and for those who are engaged with it. In past

central focus was the author and reader, but in recent years the focus of attention has remarkably shifted towards the Multimodal resources and diversity of meaning markers (Bezemer & Kress, 2010).

Till the late nineties, written text is sufficient to provide the meaning. It is a widely acknowledged phenomenon that if written text is accompanied by visual images and elements such as typography layout and graphic designs, they can enhance the schemata of the students and can help them to retain the knowledge in the memory. This paper investigates how the Multimodal approach can help to analyze the textbooks in the cultural background and how the images help to construct meaning along with the textual information.

Semiotic Multimodal analysis has been utilized by the researchers and scholars to bring forth different shade of meaning in pedagogic context. Bezerra (Bezerra, 2011) provides a theoretical framework the students and teachers to utilize the multimodal texts keeping in view the Grammar of Visual Design (Kress & Leeuwen, 2006). Chen Yumin (Yumin, 2009) probes into the meaning making multimodal resources employed by the publishers in English Textbooks at the primary and secondary level. The researcher employed the systemic functional linguistic as the theoretical framework and employed Appraisal, Multimodal Semiotics and Modality to bring forth the different shade of meaning in the EFL textbooks.

Ginsberg and Lemke (Lemke, 2003; Ginsberg, 2015) utilize the Semiotic Multimodal resources for the effective learning in the mathematics classroom. Ginsberg manipulates the Pierce's semiotic theory whereas Lemke investigates that how the different Multimodal semiotic resources i.e. 'presentational', 'orientational' and 'organizational' help to build effective scientific discourse in the textbooks.



### **Analytical background.**

A semiotic multimodal approach proposes the analytical framework which supplies an overall integrating theory. Kress and Van initiated in “visualizing English” that how English as a subject has changed and what kind of changes have been brought in the environment by the textbook makers (Bezemer & Kress, 2009). Bezemer, J & Kress delineate that (Bezemer & Kress, 2010, p. 250): “We looked at four ‘modes’ of representation – image, writing, typography and layout – and at the modal relations between image and writing. By ‘mode’ we mean a socially and culturally shaped resource for making meaning. Modes can be used to represent what the world is like; how people are socially related and how semiotic entities are connected. By ‘text’ we mean the material form in which rhetorical purposes and the processes of design are given realization through the modes and modal resources available to the designer”.

As a multimodal this research anchored upon four modes of representation:

#### **1. Image.**

Sentence complexity is equated with the complex cognitive ability and utilized as the resource for enhancing inferring ability and that can be also true for the resources of the image. Image in the written text can be used to show the real representation of the text, or an abstraction or as the real object and process or merely the imaginative reflection. Image-analysis shows the relationship of the image with the written text; the images represent reality or the abstraction and the use of different resources such as clipart, portrait and paintings (Kress & Hodge, 1988).

#### **2. Writing- mood clause relations and the genre (Halliday M. , 1985).**

The written text is analyzed in the light mood and clause relation and pedagogic implications of statements, commands and questions in the text.

### **3. Typography (Stöckl, 2005).**

Typography deals with the type in which instructional and literary writing were presented. Stöckl's 'toolkit' is utilized for analyzing type and its related resources such as orientation, line spacing, typographic emphasis and indentation.

### **4. Layout (Ambrose & Harris, 2005).**

Layout of pages are analyzed the page format and grid, the number of columns per page, alignment of page elements and column width and orientation (Ambrose & Harris, 2005).

During the pilot study of textbooks, it is observed that the presentation layout and the text image relationship in textbooks had not been much affected and changed during the last forty years. The content and ideology, induced in the books, are remarkably affected. Grant & Sleeter (Sleeter & Grant, 1991) illustrated a textbook analysis instrument through six categories by which social and ideological framework can be analyzed in textbooks

### **Curriculum and representation of ideology, race and sex.**

Curriculum material represents the image of society, the projection of the ideological and cultural goals. Curriculum screens certain ideological knowledge which is limited and inculcate certain perspective. Textbook is used as a tool to endorse the desired perspective so the student can fit into the culture and society; it also defines what is legitimate and elite culture to pass on (Apple, 1988). There is significant research has been done on the racial biases in textbooks (Glazer & Ueda, 1989).

#### **1. Picture analysis.**

Picture analysis discusses tallying who is featured in the picture such as categorizing the sex and race. The picture can be analyzed as the group or individual picture.

## **2. Anthology analysis.**

Sleeter & Grant (Sleeter & Grant, 1991, p. 189; Sleeter & Grant, 2011) state the purpose of anthology analysis: “The anthology analysis is for analyzing each story in readers. The race, sex and the disability of the main character and supporting character are to be tallied; and the stereotypes and the social setting and which groups solved the problems are to be noted” (p. 189).

## **3. The language Analysis.**

This analysis involves analyzing the language in the text for examining the loaded language with sexist, racial and stereotype connotations.

## **4. Story-line Analysis or Institution Analysis.**

This section analyzes which social section is given more weightage, who is problem solver and who causes the problem.

## **Research Questions.**

1. How can multimodal semiotic analysis bring forth different shades of meaning?
2. What is the effect of socio-political transition on the textbook of English in last forty years and how far the impact of Pakistan’s ideological stance is mirrored in the textbook?
3. How for the text image relationship has been changed?

## **Significance of the study.**

This paper not only sheds light on the socio political and semiotic representation in the textbooks but also mirrors the stark reality that textbooks which are taught in the public schools are outdated and there is great room for modification which can make textbook as an effective tool.

**Limitation and delimitation of the study.**

This study is based upon what kinds of changes have been brought in the textbook of English in the last forty years. It analyzes the textbook of eighth class as till 1995 in most of the schools English as a subject included after fifth class and there are discrepancies of level as compare to the recent textbooks.

**Data and Methodology.**

This paper reviews English Textbooks which had been published during the last 40 years dated from 1979 to 2018, seven English textbooks published in 1979, 1984, 1993, 1997, 2003, 2013 and 2018 published by the Punjab Textbook Board.

I have taken the textbook of eighth class as in 1970s and till 1995 English is being taught from 6th grade onwards. Textbooks have been analyzed in the light of two models – first of all the textbook have been analyzed by employing the Multimodal social semiotic analysis of Krees & Bezemer, (2009) in their *Visualizing English*. The second analytical framework has been taken from Grant & Sleeter’s “Race, Class, Gender, and Disability in Current Textbooks” (Sleeter & Grant, 1991).

**Results and discussion.*****Images.***

It was supposed that due to technological advances such as printer scanner, computer and emergence of color printing Pakistani textbook must be significantly changed and would have included more image and the richer presentation of the content. It is noteworthy there is very little modification and enhancement in the textbooks. Till 1990s images were few and sketchy (Textbook: 1979, Figure: 1).

Textbook 1979	Textbook 1984	Textbook 1994	Textbook 1997	Textbook 2003	Textbook 2013	Textbook 2018
19	19	11	11	11	11	30

Table: Number of Images.

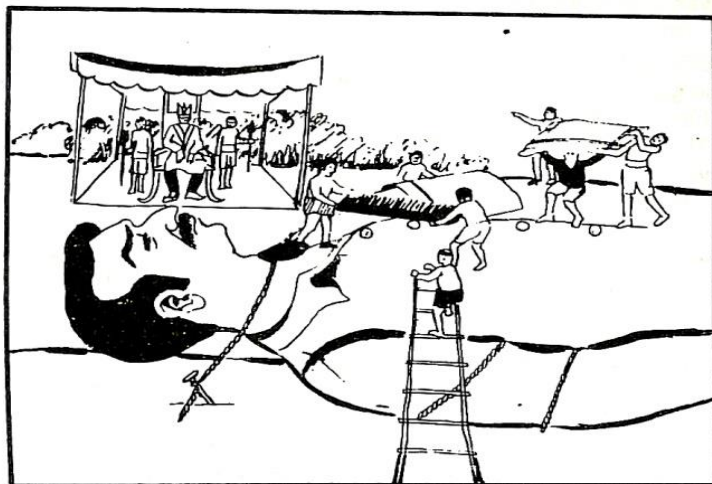
There were more detailed representations and fully developed images (Figure: 2) in the textbooks of 1993 and 1997. The textbook publishers had not omitted and changed the textbooks of 2003 and 2013 and the presentation of the text and topics were almost same as they were in 1993. There was a remarkable change in the presentation of the text and image presentation in the textbook of English which is printed in 2017-18. Images not only increased in number but also more dynamic, rich and fully developed. These images consist of clipart, paintings (Figure: 3) sketched images and real images (Figure: 4) of different scenes and personalities.



Textbook: 1979 Figure: 1

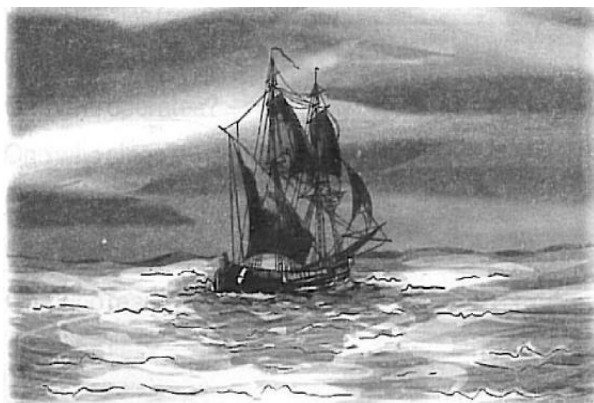
The topics in English textbooks at the lower secondary levels were embedded in the social milieu of Pakistan and there were very few literary works included, and if there was any literary work included there was very little significance given to the author. So, the images were merely reproduction of the text content and local society. In the textbook of 1979 and 1984, the images were placed in the middle of the text except the image of Allama Iqbal whose image was printed on the full page as he is the national poet and ideological father of the nation. In the textbooks of 1993 onward most of the images had place in the beginning. As mentioned above, there were remarkable

changes in the textbook of 2017-18 as the images had been increased in number and they were not only the representation of the content and the written text but signs had also been used to denote the concept like justice was signified with the sign and the lesson telephone was represented by its inventor (Fig: 4).



Textbook: 1993 Figure: 2

The text image relationship was constant in the English textbook as the images did not supersede the autonomy of the text on the other hand, it was the subordinate one. But it is worthy to note that image in the text added meaning and it contextualized the written text and provided a medium to the reader through which the reader could relate and identify with the familiar background although he is learning the second language.



Textbook: 2016. Figure: 3, Figure: 4.

**Typography.**

Textbooks that were published in 1979 and 1984 were written in the Serif face i.e. Time. Textbooks which had been written after 1990s till present were written in Ariel. It is observed that the font was same within the text, but the headings were presented in the bold and some parts of the text had been italicized to emphasize the importance within text. The written texts as well as the images were presented in black and there was no use of any color to highlight anything in the text. Textbook designers had not utilized and made use of variety of typefaces and typographies to discriminate and emphasize anything in the text.

Line spacing, letter fit and word spacing were not manipulated and used as alignment to differentiate parts in the text. Poems were justified in all the textbooks and rest of the text was aligned to the left and text was usually aligned horizontally.

The textbook designer did not make use of boxes, indentation and coloring in the text till 2013. In the textbooks of 2017-18 boxes were used to ask the questions and to make the text more interactive. There was no use of coloring, shading or highlighting in either of the book and there was no significant use of these resources in the textbook except the textbook of 2016. There was significant use of highlighting of the text by using smaller or bigger font; italics or bold typeface and these changes such as what would be the outcomes of the lesson and these resources had been used for pedagogic purpose.

**Layout.**

All the textbooks were A4 size and follow a linear manner of header, footer, baseline and margins and the pictures were incorporated side by side of the text. There were usually no separate columns for the text (Figure: 6).

Page break was usually dependent on the section break of the text or page. It is a notable thing that last there was the slight difference in the layout of the textbook. It is an optimistic sign that the recent edition of the textbook experiments some of the layout patterns. There were more than one column and text alignments also vary (Figure: 6).

**Learning Outcomes:**

After completing this lesson, the students will be able to:

- recite the poem with stress and intonation
- use homophones
- identify rhyming words
- identify and use phrasal verbs
- change the voice
- write the summary of the poem
- learn the use of pair of words in sentences
- learn to write the simple sentences from the stanzas

**Pre-reading:**

1. Have you ever seen the twins?
2. Were you able to recognize each one of them?

**For the Teacher:**

- Enhance the students' understanding and interest for the given topic with the help of pre-reading activity.

Figure: 5. Textbook: 2016

**The telephone**

"Hello! Hello! This is Alexander Graham Bell. Do you hear me?"  
"Yes. I do. How are you, Alec?"

This was probably the very first telephonic conversation that might have taken place between Alexander Graham Bell and his friend, miles away, in the year 1876. Bell must have uttered these words into a small transmitter. He must have been heard by his friend through the receiver. Besides a transmitter and a receiver, a telephone has a dial, with numerals on it, to help you dial any number that you want. The telephone was, a great invention. The whole world received it, when it was invented, with a sense of surprise, awe and admiration. The invention has made history and has brought people and places so near each other.

Figure: 6 Textbook: 1993

## Written Text.

Syntactic complexity is equated with the cognitive complexity: it is an established fact that the complex syntactic structure helps to form and develop equally complex cognitive abilities. It is observed that no remarkable change has been incorporated in the textbooks during last four decades regarding the syntactic or clause structure. It signifies that the student's cognitive abilities regarding the learning of English are the same and there is no significant change.

If one analyzes the textbook and its pedagogic implication there were no changes till the textbooks of 2018. There was a very traditional way of projection of text, i.e. activities at the end of the book. It is an optimistic sign that in the textbook of 2017-18 not only the presentations of text, activities and framing of questions have been changed but also there was inclusion of the introduction and



theme of the literary poem. Its functional distribution revealed there was a remarkable emphasis on the pedagogic implication in the book.

Questions were used not only for the comprehension but also for the elicitation, the questions were not only used after the lesson at the end but also at the beginning of the text. Its façade was more interactive and different commands, statements and instruction were utilized to guide teachers and students. This also represents that the center of attention is moving from the traditional teacher centered to the student-centered approach; where the knowledge is the shared autonomy between the teacher and the student.

There were no significant changes in the sentence structure of the text in the last forty years. These textbooks were designed for pedagogic use. These changes had been analyzed in the term of sentence structure, clause per sentence, semantic relationship in the clause per sentence and the grammatical relation in the clause.

### **Picture analysis.**

This picture analysis is done in quite a different perspective is that of the image analysis of (Kress & Leeuwen, 2006 (Kress & Leeuwen, 2006). These pictures have been analyzed in the social context and analyzed that which social racial and sex has been represented and how? A remarkable change can be witnessed in the textbooks of 1980s and 1990s.

There were sixteen pictures in the textbook of 1979 and 1984 and seven of them were closely related to the religious and national identity of Pakistan. There was the picture of Masjid-e-Nabwi, Minar-e- Pakistan (Figure: 8) a historical monument where the resolution of Pakistan passed, Allama Iqbal (figure: 7) who is the national poet and ideological father of Pakistan, Tipu sultan (Figure:9) who was the brave general in the Mughal era who fought recklessly against the British army, Jahangir Tomb, (Figure:10) which is again a historic monument reminds the lost glory of the

Mughal era and there were two pictures of kids and women indulge in the preparation of Eid a religious festival of Muslims. There were two pictures of kings and both of them dressed in Mughal attire.



Figure: 7 Figure: 8



Figure: 9

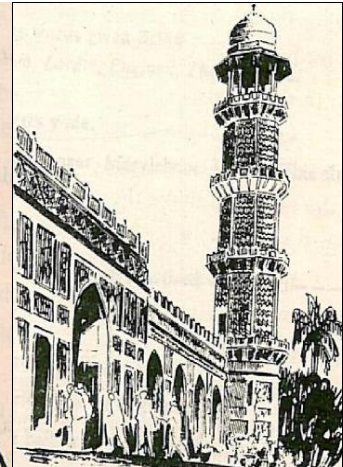


Figure: 10

Textbook: 1979 Allama Iqbal, Tipu Sultan, Minar-e- Pakistan, Jahangir's tomb.

There was the story of a brave boy and it was visualized (Figure: 25) through the picture of tribal identity, the notion of courage and valor among tribes has been projected and this became more explicit by the weapon and mountains. It is noticeable that the textbook designer praised the tribal notion of justice and crushing the robbers on the spot and it was the self-willed justice of tribal men. The picture of Allama Iqbal had been projected significantly.

The pictures in the textbook projected the men at work, i.e. the horse riding, playing standing near the rocket while monitoring it and in action in the outdoor world whereas women were depicted in their cozy homes civilizing their kids and serving the men. The boys were projected as playing cricket whereas girls were projected in their stereotypical role of chatting lavishly and sitting at swing.

One can easily identify a more neutralized stance in the textbooks of late 90s. As the Afghan-Soviet War is over and there was no need of the hysteric projection of the Islamic identity.

Textbook of 1993, 1997, 2003 and 2013 had similar topics and images. The images were the representation of the more neutral, light and fairy world of the kids. The story and the picture of “The Lamboo” and Mircho represent the adventurous element in the textbook. There was the inclusion of pictures which represents the scientific facts and nature was represented by the parrot sitting at the tree. The magic man also signified the lighter aspect of life. The textbooks represented the sexist projection; there was very little projection of women and if projected they were projected in the stereotypical role of carrying babies or inactive while men were represented in the dynamic role.



Figure: 11



Figure: 12

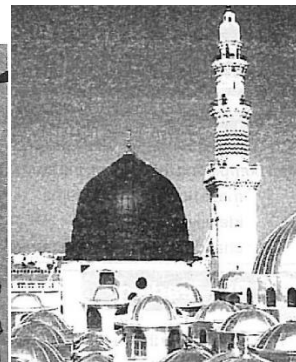


Figure: 13

The picture represented in the textbook of 2016 projected a balanced view as it included the civic sense by elaborating and emphasizing the road safety rules and again representing the jovial side of life by including the images of “Exhibition”, “The Twins” and the “Clever Mircho”. Although most of the images and topics represented men at work and in the action but it is first time that a girl was shown while playing hockey and in the “Clever Mircho” husband was holding the hand of the wife and walk close whereas in the previous edition the same story is illustrated by the picture in which wife was acting upon the call of her husband. These changes signify the awareness of this issue on the part of the textbook designer.



Figure: 14



Figure: 15

Textbook: 1993 & 2016 Clever Mircho.

### **Anthology Analysis.**

#### ***Race.***

There is no projection of race in the textbook, but it is quite evident that Muslim society, names, rituals and identity was explicitly presented in textbooks. There is not even one instance when it is taken into consideration that there are Hindus, Christian and Sikhs are living here in Pakistan as minorities. It is the notable thing that the Mughal identity was given prominence in lessons, i.e. Jahangir's Tomb, Tipu sultan, the wise Princess, Babur kills the Rhinoceros. It shows the yearning of Pakistani's Muslims for the lost exaltation and glory of Mughal era.

#### ***Social class.***

In the textbook of 1979 upper and middle class were represented. In 1993 afterword there was representation of a poor family in the "Clever Mircho". All the stories were presented in urban areas such as Lahore, Karachi, Murree and Islamabad. There was no representation of village in text except once in the textbook of 1979.

#### ***Gender and stereotypes.***

In all the textbooks there was the purely stereotypical representation of male and female. There is only one instance when the female was shown while playing hockey in the textbook of 2016-17.

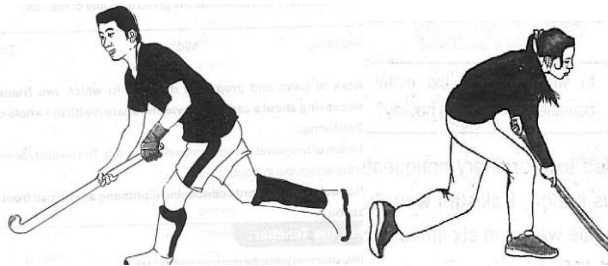


Figure: 16

Figure: 17

Women and girls were represented in passive and at leisure. Females were shown as facilitators and supporting character who were acting upon the advice of the male counterpart. In all the stories men were the active ones, who execute the plans although they appeared very busy. There were two female characters in the textbook of 1979 that were projected as the main character in the story but here their role was that of the moral role model in the society. Similar results have been reported in a study on 5<sup>th</sup> grade English language textbook by Ahmad and Shah (2019).

Females were represented in their stereotypical image of mother, wife, host, serving dinner, helper, leisurely enjoying in the park or at swing whereas man were also represented in the stereotypical roles of at work, in the jungle, on the tractor, in the field, in the space suit standing near rockets, as the teacher, while playing hockey or cricket and bravely fighting in the jungle battlefield or defending the house from robbers.

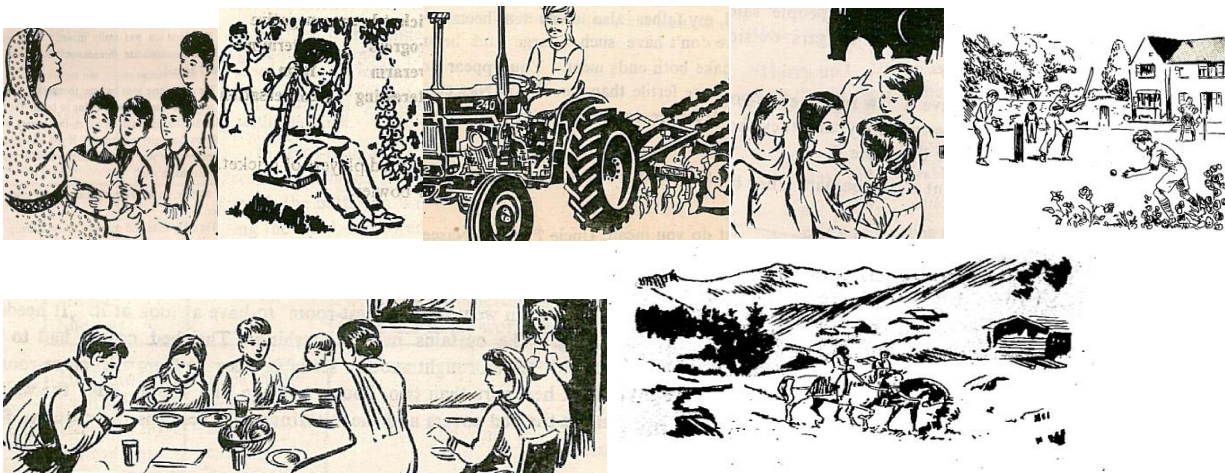


Figure: 18, 19, 20, 21, 22, 23, 24.



### **The language of the people.**

The language of people analysis throws light on how the texts have been more neutralized. If we compare the text of 1979, 1994 and that of 2016 this comparison explicitly showed that there was the remarkable shift of ideologies which were present in the textbook. Post Zia era texts were infused with the notion of bravery for instance, in the lesson “Tippu Sultan”.

“He was one of those brave men who had the courage to fight for their country”.

And “Tippu Sultan” himself died fighting. When his body was discovered after the fighting was over, his sword was clutched in his hands..... Most of his life spent on the battlefield.

In the lesson “The Brave Boy”, “Moharam”, “Babar Kills a Rhinoceros” and Hazrat Umar were infused with the notion of bravery and scenes of fighting.



Figure: 25. Textbook: 1979. The Brave Boy.

There were a lot of changes made in the lesson Hazrat Umar, who is the second caliph and a great Muslim during the last forty years.

In the textbook of 1979, these excerpts had been included:

- Hazrat Umar’s period is the most glorious period of the Muslim history. Iraq, Syria, Egypt, and Iran were conquered by the Muslim.

- When Hazrat Umar went to Jerusalem to take the control of the city, he had only one servant with him. The Christians could not believe their eyes.
- Hazrat Umar took forty Muslims with him and went to the Kaaba to say prayer openly.

Similarly, the excerpts in the textbook of 1993 which were excluded from the lesson “Tolerance of the Holy Prophet” are notable:

- The Holy Prophet (PBUH) had a few soldiers and a small quantity of weapons, but he showed great courage and patience, because he had his trust in God. At one time he was left alone in the battlefield, but even then, he showed courage and patience. He said, “I am the true Prophet of God”. God gave him victory.

These excerpts which had been excluded from the textbooks of 2000 show that there was a clear policy through which the textbooks had been used to endorse the certain ideological and religious point of views in mind of the student. That perspective supported the notion of Jihad that glorifies this aspect that number does not matter, and you must have faith and believe in God. After 9\11 Musharraf had taken the stance that Pakistan should be the first priority which was the exact opposite stance of the ideology of Pakistan. Exclusion of these excerpts signifies a twist in the policies of government.

In the story the Clever Mircho which projected how poverty ridden parents tried to leave their kids in the forest as they could not see their kids dying because of hunger. In the textbook of 2017-18 these lines had been included and it showed that the idea of family planning is being induced in the mind which in past considered anti-Islamic as it is believed that Allah promises to feed his creature.

- She wished that she had only three kids instead of seven. They could have been fed well and brought well and brought up nicely.

### **Storyline and institution analysis.**

In the books of 1979 religious and national institutions had given more weightage. In the textbooks of 1993 on word, science and civil society were included. The textbook of 2016 was much more humanized, and it gives more heed to humanistic zeal.

### **CONCLUSIONS.**

The analysis of English textbooks published in last forty years demonstrates a significant and remarkable change in the presentation of the text, image and more significantly the ideological stance of the nation.

There was very static and traditional presentation of the text in the past but, in the recent edition of the textbook there an optimistic change. The text is presented in more interactive way. There is more emphasis on the communicative usage of language, i.e. dialogues, mind mapping and use of thesaurus to consult the meaning.

The questions, statements and instructions have been included more explicitly. It gives more room to the students to interact and communicate with students and teachers. There is the display of objectives in the beginning of the lesson which makes it more apt for the pedagogic tool.

In the past three decades, there were the static representations which lack a dynamic presentation for the students. Despite the advent of modern equipage, the textbooks are presented into the black and white; although the books in the private sector are far more advanced which throws light on discrimination in the education system. The ideological transmutation was far greater.

In the post Zia era, textbooks had been forged with the Islamization and a marked emphasis on the exalted history of the Mughal era. This point became more evident by the exclusion of certain excerpts from the text which forwards the notion of bravery and jihad. The present study highlights



that there is room for improvement for the up gradation of textbooks and different visual effects such as typography, layout, and text image relationship.

### **BIBLIOGRAPHIC REFERENCES.**

1. Abdullah. (2010, July - December). Ideology and State. Policy Perspectives. JSTOR, 75-103. Retrieved on July 21, 2019 from <http://www.jstor.org/stable/42909277>
2. Afzal, M. (2015, July). Curriculum reform in Pakistan: moving to action. Retrieved on July 21, 2019 from <https://www.thefridaytimes.com/curriculum-reform-in-pakistan-moving-to-action/>
3. Ahmad, M., & Shah, S. K. (2019). A critical discourse analysis of gender representations in the content of 5th grade English language textbook. International and Multidisciplinary Journal of Social Sciences, 8(1), 1-24.
4. Ambrose, G., & Harris, P. (2005). Basics design 02: Layout. Lausanne, Switzerland: Bloomsbury Publishing.
5. Amjad, R. (2012). A comparative analysis of The role of the private sector as education providers in improving issues of access and quality. Idara-e-Taleem-o-Agahi . The Development Policy Research Center (DPRC).
6. Apple, M. W. (1988). Teachers and texts: A political economy of class and gender relations in education. Boston: Routledge.
7. Baghermousvai, M. S., & Nabifar, N. (2016). Cultural manifestation in Iranian second grade junior high school textbook prospect 2: A semiotic analysis study. Enjoy Teaching Journal, 4, 1-11.
8. Barthes, R. (1977). Image music text. London.

9. Bezemer , J., & Kress, G. (2008). Writing in multimodal texts : A social semiotic account of designs for learning. *Written Communication*, 25(2), 166-195. doi:10.1177/0741088307313177.
10. Bezemer , J., & Kress , G. (2009). Visualizing English: A social semiotic history of a school subject. *Visual Communication*, 8(3), 247-262.
11. Bezemer , J., & Kress, G. (2010). Changing text: A social semiotic analysis of textbooks. *Designs for Learning*, 3(1-2), 10-28.
12. Bezerra, F. (2011). Multimodality in the EFL classroom. *BELT Journal*, 2(2), 167-177.
13. Esposito, J. L. (2009). *The Oxford encyclopedia of the Islamic world*.
14. Ginsberg, D. (2015). *Multimodal semiotics of mathematics teaching and learning*. Washington, DC: Graduate School of Arts and Sciences of Georgetown University.
15. Glazer, N., & Ueda, R. (1989). *Ethnic groups in history textbooks*.
16. Halliday, M., & Hasan, R. (1976). *Cohesion in English*. London.
17. Halliday, M. A. (1978). *Language as social semiotic*. London: Edward Arnold.
18. Halliday, M. (1985). *An introduction to functional grammar*. London: Arnold.
19. Hart, C. (2016). The visual basis of linguistic meaning and its implications for critical discourse studies: Integrating cognitive linguistic and multimodal methods. *Discourse & Society*, 27(3), 335-350.
20. Hodge, R. I., & Kress, G. (1993). *Language as ideology*. London: Routledge.
21. Hunsberger, M. (1989). Students and textbooks: Which is to be master? *Phenomenology of Pedago*, 7, 115-126.
22. Hussain, R. (2018, December 21). "Pakistan." . *The Oxford encyclopedia of the Islamic world*. Oxford Islamic Studies. doi: <http://www.oxfordislamicstudies.com/article/opr/t236/e0616>

23. Johannessen, E. S. (2015). Constructing English as a Ugandan language through an English textbook. *Language, Culture and Curriculum*, 28(2), 126-142. doi:10.1080/07908318.2014.987296
24. Kress, G., & Leewuen, V. (1996). *Reading images: The grammar of visual design*. London: Routledge.
25. Kress, L., & Hodge, R. (1988). *Social semiotics*. Cambridge Polity Press. Retrieved on April 23, 2019 from <http://cryptome.org/hr-1.htm>
26. Kress, G. R., & Leeuwen, T. V. (2006). *Reading images: The grammar of visual design*. Routledge.
27. Kress, G. (2015). *Applied linguistics and a social semiotic account of multimodality*. John Benjamins Publishing Company.
28. Law. (2007). *Implementing recommendations of the 9/11 commission act of 2007*. Retrieved on June 21, 2019 from <https://www.intelligence.senate.gov/laws/implementing-recommendations-911-commission-act-2007>
29. Lemke, J. L. (2003). Mathematics in the middle: Measure, picture, gesture, sign, and word. In A. S.-L. Myrdene Anderson, *Educational Perspectives on Mathematics as Semiosis: From Thinking to Interpreting to Knowing* (pp. 215-34). Brooklyn, NY: Legas.
30. Liu, X., & Qu, D. (2014). Exploring the multimodality of EFL textbooks for Chinese college students: A comparative study. *RELC Journal*, 45(3), 135-150.
31. Machin, D. (2007). *Introduction to multimodal analysis*. Bloomsbury Academic.
32. Moss, G. (2003). Putting the text back into practice: Junior age fiction as objects of design. In C. Jewitt, & G. Kress, *Multimodal Literacy* (pp. 73–87). New York: Peter Lang.
33. O'Halloran, K. L. (2011). Multimodal discourse analysis. *Companion to Discourse*, 120-137.

34. Salbego, N., Heberle , V. M., & Balen , M. G. (2015). A visual analysis of English textbooks: Multimodal scaffolded learning. *Calidoscópico*, 13(1), 5-13. doi: 10.4013/cld.2015.131.01
35. Seguin, R. (1989). *The elaboration of school textbooks: Methodological guide*. Division of Educational Sciences, Contents and Methods of Education UNESCO.
36. Sleeter, C. E., & Grant, C. A. (1991). Race, class, gender, and disability in current textbooks. In M. W. Apple , & L. K. Christian-Smith, *The Politics of the Textbooks* (pp. 78–110). New York: Routledge.
37. Sleeter, C. E., & Grant, C. A. (2011). Race, class, gender and disability in current textbooks. In E. F. Provenzo, A. N. Shaver , & M. Bello, *The textbook as discourse. Socio cultural dimensions of American schoolbooks* (pp. 183–215). New York: Routledge.
38. Sovič, A., & Hus, V. (2016). Semiotic analysis of the textbooks for young learners. *Creative Education*, 7, 639-645.
39. Stöckl , H. (2005, June 1). *Typography: Body and dress of a text – A signing mode between language and image*. *Visual Communication*, 4(2), 204-214.
40. Talbot, I. (1984). *Jinnah and the making of Pakistan*. *History Today*, 34(2).
41. Tharoor , I. (2014). *The Pakistani origins of the Israeli state*. Washington: The Washington Post. Retrieved from [https://www.washingtonpost.com/news/worldviews/wp/2014/12/03/the-pakistani-origins-of-the-israeli-state/?noredirect=on&utm\\_term=.e9a266140785](https://www.washingtonpost.com/news/worldviews/wp/2014/12/03/the-pakistani-origins-of-the-israeli-state/?noredirect=on&utm_term=.e9a266140785)
42. Yasina, M. S., Hamid, B. A., Othman, Z., Bakar, K. A., Hashim, F., & Moht, A. (2012). A visual analysis of a Malaysian English school textbook: Gender matters. *Procedia - Social and Behavioral Sciences*, 1871 – 1880.
43. Yumin, C. (2009). *Interpersonal meaning in textbooks for teaching English as a foreign language in China: A multimodal approach*. Sydney: University of Sydney.
44. Ziad, H. (2010). *The ideological struggle for Pakistan*. Hoover Institution Press.

**DATA OF THE AUTHORS.**

1. **Kiran Rabbani.** Lecturer in English, University of Education, (Lahore) Faisalabad Campus, Faisalabad, Pakistan. She got her M. Phil degree in Applied Linguistics from Department of Applied Linguistics, Government College University Faisalabad, Pakistan. Email: [kiran.rabbani@gmail.com](mailto:kiran.rabbani@gmail.com)
2. **Muhammad Asim Mahmood.** Professor in English, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan. He got his Doctoral Degree in Applied Linguistics from Birmingham University, UK. E-mail: [masimrai@gmail.com](mailto:masimrai@gmail.com)
3. **Samina Ali Asghar.** Lecturer in English, University of Education (Lahore) Faisalabad Campus, Faisalabad, Pakistan. She got her M. Phil degree in Applied Linguistics from Department of Applied Linguistics University of Management and Technology Lahore, Pakistan. E-mail: [saminaali53@yahoo.com](mailto:saminaali53@yahoo.com)

**RECIBIDO:** 7 de julio del 2019.

**APROBADO:** 22 de julio del 2019.